



Music Skills Development

	Appraisal	Creating	Performing	Digital
Purpose	Pupils will become ambitious, capable learners who are ready to continue learning throughout their lives.	Pupils develop relevant skills in order to become enterprising, creative contributors to society.	Pupils develop into ethical, informed citizens who are ready to be citizens of Wales and the world.	Pupils become individuals who are healthy and confident with the skills to manage their everyday lives as independently as possible.
What Matters Statement				
Nursery	Listen to different pieces of music and mimic sounds Listen to simple songs	Create basic rhythm patterns Use instruments to tell a story and combine sounds	Sing nursery rhymes Move to music	
Reception	Musical story telling: Learn basic rhymes such as 'The tidying up' song at the end of the day; learn to associate music with different tasks.			
Year 1	Explore pitch and volume; learn the differences between high and low pitch, and identify how dynamics can affect the mood of a piece of music.	Identify sounds made by percussion instruments Create movements to music	Learn and perform simple songs	
Year 2				
Year 3	Explore dynamics, tempo and timbres; learn the basics of tempo, identifying key vocabulary and how to explain this in a piece of writing or verbally. Learn to identify a small range of the most 'common' instruments in the orchestra.	Create soundscapes using rhythm and melody Create and performing compositions: learn the basics of structure (binary and ternary) and how a section can be repeated to revisit initial melodic ideas.	Read simple notation Play melodies on tuned instruments (such as tuned percussion, keyboards and string instruments) and ensemble playing: Work as a musical group, keeping time, reacting to balance between parts and learning non-verbal skills; ie a director 'nod' or hand signal to begin playing.	Use basic music software to help to compose compositions e.g. chrome music lab (composing one melodic line consisting of 4 notes only).
Year 4				
Year 5	Exploring dynamics, tempo, timbres, pitch, texture, pulse, structure and rhythms; learn how the basics of these elements can change and affect a piece of music, and also affect those who listen to it.	Composing a piece of music for a video game: learn how to compose a motif which is repeated and developed through extension and alteration.	Play different melodies that highlight the different timbres of an orchestra and also other musical elements; pieces of music will include simple tasks composed by the teacher that 'exploit' these elements and demonstrate changes in them.	Using free music software to help to compose compositions: learn how to compose with a palette of 6 notes, and how to repeat and vary a theme.
Year 6				Using free music software to help to compose compositions; add to previous skills by learning how to add a bass line.
Year 7	Listen to and identify the Musical Elements in different piece of music and how they have been used Listen to Music from Wales and identify how the musical elements have been used Appraise different pieces of music that portray emotion and expression – and using the musical elements, explain how this has been achieved	Compose a Musical Elements piece to show the differences between them; for example the difference between major and minor in tonality and how they can be effective Compose Music from Wales using the Aberfan disaster as a starting point for their piece Compose a piece of music that portrays emotion and expression using the musical elements to support their work	Perform different pieces of music that demonstrate the different musical elements Perform different pieces of music with a Welsh connection	Create a basic chord pattern (which repeats) on Garage Band. Select notes to create the melodic line to consonant with the selected chords.
Year 8	Listen to different pieces of music that use white and black notes and discuss the mood of each piece and how the black notes can affect a piece of music Appraise equality in music from, for e.g. Freddy Mercury, Grace Williams, Schubert, Scott Joplin and understand why they were all discriminated against Appraise different artists music from the 1950' and 60's	Compose a piece of music in a given key and create an atmosphere using some white and some black keys Compose a piece of music that includes a hook – just as Freddie Mercury used in many of his songs Compose using riffs and how these riffs can be put together to create a piece of music	Perform different pieces of music using different black and white notes Learn to play, and then perform, pieces of music from a variety of composers Play different pieces from this era such as Eleanor Rigby	



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Year 9	Appraise different songs from 'The Lion King' and have a good understanding of how the musical elements have been used. Develop the appraisal skills by learning and using more advanced musical vocabulary. Listen, watch and discuss how protest and conflict is used throughout Billy Elliot. Use correct terminology to describe how the elements are being used to support their answers Appraise (using the musical elements) different pieces of music that reflects the environment. The music is more complicated than previously heard and requires more in-depth thinking in terms of the use of the elements.	Compose a fanfare for 'The Lion King' Compose a piece of music that portrays protest and conflict using the musical elements; learn the skill of harmonising in 3rds and 6ths. Compose a piece of music for 'The Blue Planet' using digital musical software	Play 'Can you feel the love tonight' using the correct techniques; such as moving the hand position and stretching the hand to span one full octave. Learn to perform 'We once were Kings' from Billy Elliot; learn the compositional devices used to effectively create a protest song.	Compose using specific digital musical software so that they can use many different timbres to help enhance their composing
Year 10	Appraise different pieces of music from all eras of music from Baroque to modern day film music, showing an understanding how the elements have been used	Compose their free composition: use the elements of tonality, rhythms, pitch, dynamics, texture and melody to create the mood they set in their brief.	Learn music of at least grade 3 upwards, meaning that the musicianship skills of performance are getting more complicated.	Write compositions using specific digital musical software; first time to use the programme 'Sibelius'. Input the music notation and check for errors in harmony.
Year 11			Self-reflect on their performances, and develop ensemble skills (such as reacting and balance)	Learn the skills of transposing for instruments and writing with the ranges.
Year 12		Compose more complex melodies and scoring for a larger orchestra.	In performance select an appropriate programme to suit the occasion.	Compose for a larger ensemble and consider the balance of instruments required (for example, 12 violins, but 3 trumpets).
Year 13		Write 'in the style' of a composer. Learn the 'rules' of impressionism and compose in this style using extended chords and explore a wider range of octaves on the piano.	Further develop performance skills, including technical skills, expression skills and reaction with an accompanist.	Add ornaments and divisi string parts, as appropriate, to compositions